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**EFEKTIVNÍ STRATEGIE OSVOJENÍ SLOVNÍ
ZÁSObY V ANGLICKÉM JAZYCE**
**EFFECTIVE STRATEGIES FOR LEARNING
VOCABULARY IN ENGLISH**

Bakalářská práce: 11-FP-KAJ-005

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Metody: Studium odborné literatury a dalších zdrojů, které s uvedeným tématem souvisí, a utřídění vybraných strategií dle fází procesu zapamatování.

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Anotace

Cílem bakalářské práce je prostudovat a porozumět teorii procesu zapamatování nových slov v anglickém jazyce a definovat strategie, které přispívají k osvojení slovní zásoby. Práce na základě studia odborné literatury popisuje základní typy strategií v závislosti na učebních stylech studentů a definuje zásady efektivního učení slovní zásoby. Dále zkoumá využití učebních strategií v praxi, a to pomocí dotazníku určeného pro žáky a studenty vybraných škol. Na základě analýzy výsledků z dotazníků jsou v závěru bakalářské práce uvedeny zásady efektivního způsobu učení a zapamatování slovní zásoby v AJ.

Klíčové pojmy

osvojení slovní zásoby, paměťový proces, učební styl, učební strategie, vizuální styl, auditivní styl, kinestetický styl, učební pomůcka

Summary

The aim of the bachelor thesis is to study and understand the process of remembering and storing new English words and define strategies which help learners to acquire vocabulary. On the basis of the study of literature basic types of learning strategies influenced by students' learning styles are defined. Then principles of effective vocabulary learning procedures are described. Furthermore, the paper also investigates learning strategies in practice by means of a questionnaire which was designed for students of selected schools. In relation to the results obtained from the questionnaires, crucial requirements of practical and useful ways of learning and remembering English vocabulary are presented.

Key words

vocabulary storage, memory process, learning style, learning strategy, visual style, auditory style, kinaesthetic style, mnemonics

Zusammenfassung

Das Ziel meiner Bakkalaureatsarbeit ist es, die Theorie der Einprägung von neuen Worteinheiten in der englischen Sprache durchzustudieren und zu begreifen und die Strategien zu definieren, die zur Aneignung des Wortschatzes beitragen. Die auf dem Studium der Fachliteratur basierende Arbeit beschreibt die Grundtypen von Strategien in Abhängigkeit von Lernstilen der Studenten und definiert Grundsätze eines effektiven Wortschatzlernens. Weiter untersucht sie die Ausnutzung der Lernstrategien in der Praxis und zwar mit Hilfe eines Fragebogens, der für Schüler und Studenten ausgewählter Schulen bestimmt ist. Auf Grund einer Analyse der Ergebnisse aus den Fragebogen sind im Fazit der Bakkalaureatsarbeit Grundsätze eines effektiven Lernens und der Wortschatzeinprägung im Englischen angeführt.

Schlüsselbegriffe

Wortschatzaneignung, Gedächtnisprozess, Lernstil, Lernstrategie, visueller Styl, auditiver Styl, kinestetischer Styl, Lernmittel

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1 INTRODUCTION: ENGLISH FOR LIFE

English has become a language which is popular all over the world. It is the language of technology, science, business and tourism. A lot of companies request English as a means of communication at work; and even waiters, receptionists and porters should have at least basic knowledge of English. It has become a lingua franca and the most widespread language on the planet and it is also an official language in many countries. Nowadays English is used by more foreigners than by native speakers, so it is obvious that English is a means of reference for international understanding.

Compulsory education plays a fundamental role in preparing people with the language skills for the modern world. English appears to be the most common foreign language taught in schools. Students are taught to use it correctly and to be able to express their ideas in an understandable and appropriate way. Therefore, great emphasis is put on grammar, vocabulary, speaking, listening, reading and writing. Not enough attention, however, is paid to teaching learners suitable and appropriate strategies that would help them acquire the language outside the classroom. These skills would help learners to become independent since they would be useful not only for their time at school but mainly for the learners' future lives.

Learning vocabulary is a very important part of a language because vocabulary is the basis for communication and understanding. The linguist David Wilkins defines the importance of vocabulary learning in this sentence: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Association of Teachers of English of the Czech Republic, 2007, p. 117). Thus, the aim of this paper is to describe basic effective strategies for learning vocabulary and suggest their usage in the EFL¹ classroom.

1 English as an foreign language

2 ENGLISH VOCABULARY

Longman Active Study Dictionary defines vocabulary as “all the words that someone knows or uses; or all the words that are used in a type of language” (2010, p. 994). Knowledge of words can be active or passive.

The passive knowledge of vocabulary is much broader than the active usage of words. It means that we understand words which are said or written, but we do not use them actively. This type of knowledge can be acquired through watching films, reading books, attending lectures, etc. Passive knowledge also contains words from the periphery of language. There are many periphery words but they are not used so frequently and extensively in common speech (e.g. archaisms). On the other hand, active vocabulary consists of words which we use more regularly in a written and an oral form and we can extend it by active usage.

The number of words which people know in their first language is different for everyone. Hladká says that an average person's active vocabulary knowledge is about 5,000 – 10,000 words. People with secondary education usually have passive knowledge of about 40,000 words (1995, p. 92). English has a really rich vocabulary, new items are frequently created and they need to be named. In March 2011, the third edition of Oxford English Dictionary with approximately 600,000 words was published, but it is assumed that the total number of English words is much higher. Sometimes new words are taken from other languages (French, German, Latin). They can also be created by making compound words, shortening or making abbreviations, etc.

For learners it is often difficult to acquire the needed amount of words for comprehensible communication. Although there are a lot of words in English, fortunately most everyday conversation requires a far smaller number of these words.

“Two thousand core vocabulary is around the number of words that most native speakers use in their daily conversation” (Thornbury, 2002, p. 21). “Moreover, a passive knowledge of the 2,000 most frequent words in English would provide a reader with familiarity with nearly nine out of every ten words in most written texts” (ibid).

Even if around 2,000 core words is enough for comprehensible conversation, broadening vocabulary attributes to a better level of communication. Students need to know the words well to be able to express themselves properly. However, the question is what does “knowing a word” mean?

2.1 ASPECTS OF A WORD

“A word is a separate group of letters or sounds that has a particular meaning” (Mayor, 2010, p. 1025). It names individual items, objects, feelings and it is a symbol which bears meaning. Its function is to express our ideas and name the world around. Hauser defines a word as “a basic appellative unit created by group of speech sounds with unitary meaning which is understandable for users of the language. It has its own grammatical construction and it is differentiated from other language units by its significant independency”² (1986, p. 12).

To know a word and use it properly, a learner has to consider aspects like spelling, pronunciation, connotations, or the level of formality which the word has. On the whole, the basic knowledge of a word comprises its form, meaning, usage and grammar.

2.1.1 *Word form*

Word form can be defined as the shape of a word, a sequence of letters or phonemes. It is “the phonological or orthographic sound or appearance of a word that can be used to describe or identify something”.³

There are two representations of a word form. It is an oral form which is represented by speech sounds – phonemes, and a written form created by letters – graphemes. Students should be able to write a word in the correct way, so the knowledge of spelling is important. Unfortunately, written English does not correspond exactly with the oral form; therefore, students need to learn pronunciation of all new English words as well as word stress.

2 „Slovo je základní pojmenovací jednotka tvořená skupinou hlásek s jednotným významem zřejmým a srozumitelným pro uživatele jazyka. Má svou gramatickou stavbu a odlišuje se od jednotek jiných jazykových plánů významovou samostatností.“

3 Adapted from: <<http://www.wordwebonline.com/en/WORDFORM>>

Pronunciation is highly distinct from spelling. It is a way in which a person creates sounds which are included in a word. English has its own phonetic symbols which should be introduced as soon as students start learning English so that they are able to pronounce English words correctly. It is very important to know these phonemes because pronouncing one sound differently can totally change the meaning of a word.

Pronunciation also involves word stress, which is an accent within a word. In English the stress can fall on various syllables: not only on the first syllable, but also on the second or other syllables. Some words have one main stress, some polysyllabic words are accompanied by secondary stress. Although stress rules are sometimes very complicated for a student of a foreign language, correct stressing is very important for a clear and understandable utterance. A new word needs to be learned together with its stress which is a significant element.

2.1.2 Word meaning

Every word has its own meaning, it is the idea that is expressed by something we read or hear. Hauser says that “the content of a word is its meaning that refers to a certain sector of reality which is mediated by our cognition: *table* marks a piece of furniture, *dog* a domestic animal” (Hauser⁴, 1986, p. 9).

Some words have only one meaning, for example, scientific terms (oxygen, hydrogen). However, most words have many more meanings – this feature is called polysemy. For example, the word *book* has various meanings and the real meaning can be recognized from the context. We can read a *book*, we can *book* a table, or we can be *booked* for speeding. Sometimes the meanings are related and have the same etymology – polysemes: *wood* (a tree), *wood* (an area with many trees). Sometimes there are not any meaning similarities at all – homonymes – *fair* hair, *fair* play.

⁴ „Obsahem slova myslíme jeho význam, který je poukazem slova k určitému úseku skutečnosti zprostředkovanému naším vědomím: *stůl* označuje druh nábytku, *pes* domácí zvíře.“

For explaining the meaning of an unknown word, synonymy or antonymy can be used. Antonyms are words with opposite or contrasting meaning. Synonyms, on the other hand, are expressions which have the same or similar meanings. The majority of similar terms does not have exactly the same meaning, the difference may be in the level of formality, expressivity, politeness.

2.1.3 Word usage

A learner of English also has to consider word usage i.e., how words can be used in a language. Words comprise a different level of expressivity; therefore, learners need to know when a certain word can be used. In the light of stylistics there are stylistically neutral words which can be used any time, and expressive ones (eufemisms, pejoratives) which bear positive or negative attributes. We should be careful when using stylistically emotive words like poetisms, archaisms, historisms or neologisms because they fit only into certain types of texts.

Considering word usage, denotation and connotation should be mentioned. Denotation indicates the basic meaning without emotive or postural attributes. On the contrary, connotation contains extensive, deeper meaning and is complemented by expressive, emotive or situational attributes. It is an association which we have when we hear or read the word. One word may have more connotations.

Harmer explains: “What a word means is not necessarily the same as what it suggests – or rather that words have different connotations, often depending on the context they occur in. Thus the word *chubby* has a very positive connotation when it is combined with a *baby*, but it suddenly becomes negative in tone if it is combined with a *middle-aged English teacher*” (2006, p. 19).

Another aspect of word usage is whether it is formal or informal. According to the situation a certain type of register needs to be chosen. People usually try to speak very formally, pronounce words correctly and keep the right timing at official meetings, when they are speaking with a boss, or a supervisor.

On the other hand, informal speech is usually used at home, among friends or in common everyday conversations. It comprises informal phrases, contracted forms, colloquiality, loose pace or neglectful utterances.

It is clear that people should change a certain type of register according to a communicative situation; otherwise, they may sound a little bit odd, funny or clumsy. For example, when a very formal style of conversation is used at home or when formal and informal speech are mixed together.

2.1.4 Word grammar

When speakers want to use words correctly, they also need to take into consideration their grammar, the rules by which words change their form and are combined into sentences. English words have minimal flexion and instead of special endings for cases, prepositions are often used. There are many other grammatical rules for demonstrating a word's countability, mood, tense, case, or part of speech and a student of English ought to be taught them gradually.

Words consist of a root, prefixes and suffixes. A base word has neither a prefix nor a suffix and it occurs in its simplest form. Words with the same root are named as word families which share core meaning (*play, player*). A prefix is a group of letters which is added before the root, and suffix is added after the root. Both these types of affixes change the meaning.

Every word fits into a word class which can usually be identified according to a suffix. There are, for example, typical suffixes expressing nouns (-ment, -ity, -ship), or suffixes (-less, -al, -able) indicating adjectives, or verbs (-ify, -ise). In English, prefixes are very common: for example, anti- (against), bi- (two or twice), post- (after), semi- (half), multi- (many), ex- (former).

Apart from the usage of affixes English has also a lot of fixed phrases, idioms, or collocations. Some words can be put together only with some kinds of prepositions or a word in a certain order, therefore we should know the way the words occur together.

Collocations are word combinations which are commonly used in the language. “The term 'collocation' is used to refer to a group of words that belong together” (Nation, 2009, p. 317). For example, we can say *fast asleep* but we cannot say *fast awake*. We can say a *tall* girl and a *high* building but we cannot collocate it the opposite way. Therefore, a learner of English should learn new words together with their possible collocations.

Idioms are another category of words which are fixed into phrases. We are not able to deduce their meanings from individual words because these words usually create a different meaning within an idiom. For example: *To poke your nose into something* means to interfere in something we should not.

Knowing a word requires a lot of things: acquaintance with its form, meaning, usage and grammar. Learners also have to consider ways to learn it best and most effectively. The learning process; however, could not work without memory because without the ability to remember things we would not be able to learn anything.

3 REMEMBERING WORDS

Memory is defined as “an organism's ability to store, retain, and recall information and experiences”.⁵ We can divide it into a sequence of three stages: sensory memory, short-term memory and long-term memory.

3.1 STAGES OF MEMORY

Sensory memory lasts for a very short time. It is the result of retaining impressions from our senses. When the impression holds our interest it goes further into short-term memory. Peterson and Peterson demonstrate that “short-term memory lasts approximately between 15 and 30 seconds, unless people rehearse the material. Miller says that short-term memory has a limited capacity of around 7 ± 2 'chunks' of information”.⁶

To remember something for a long time we need to put it into long-term memory. “The long-term memory has an enormous capacity and its contents are durable over time. But if the units are not properly ordered, related and stored, they easily vanish” (Association of Teachers of English of the Czech Republic, 2007, p. 117).

A lot of studies have been made about memory. One of the studies was made by the German psychologist Hermann Ebbinghaus who examined the relation between time duration and adoption of new information. His findings answer the question how often, when and how long we should revise new information in order to put it into long-term memory and remember it.

He found that if we want to retain newly learned information, we need to revise it frequently. Then the nerve connection becomes firmer and we are able to recall it more quickly. The interval between learning a new thing and subsequent revision should not be long because the majority of newly learned information is forgotten in the first hours after learning it. After this period the process of forgetting is significantly slowed down as the following diagram demonstrates.⁷

5 Adapted from: <<http://en.wikipedia.org/wiki/Memory>>

6 Adapted from: <http://en.wikipedia.org/wiki/Atkinson%E2%80%93Shiffrin_memory_model>

7 Adapted from: <<http://zpameti.cz/pamet/>>

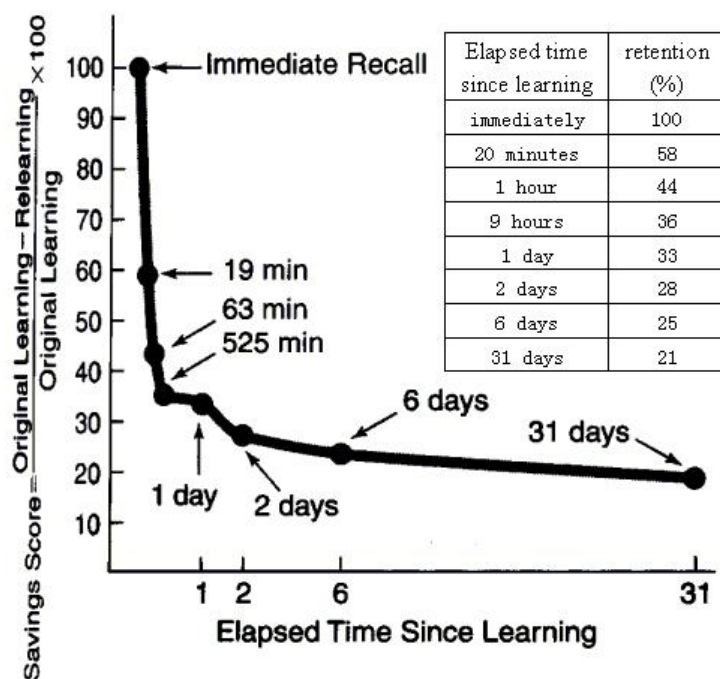


Image 1: The Ebbinghaus Forgetting Curve

Adapted from: <<http://studentlanka.com/2010/05/29/forgetting-curve-and-how-to-increase-your-memory>> (26 February 2011)

The graph shows that the first minutes and hours are crucial for remembering.

“Psychologists say that 80 % of newly learned material is forgotten within 24 hours” (Association of Teachers of English of the Czech Republic, 2007, p. 117). Therefore, it is important to practise newly learned information as soon as possible.

To commit new vocabulary deep into our memory, learners need to practise English words regularly and not only in a short time period before testing or examination. It is also better to revise it many times for a shorter time than, for example, only once a week for several hours. “Just looking at the prompts from time to time, or running the information through your head, will keep the memory fresh. Little and often is more effective than simply repeating the information over and over on one occasion” (Cottrell, 1999, p. 211).

3.2 PHASES OF MEMORY PROCESS

The memorisation process consists of four phases – taking information in, retention, encoding and recalling. To remember something properly, the whole process needs to be realized.

The first phase is about taking information in: we take notice of a piece of information with our senses and absorb it. When we are focused, relaxed and involved we catch the information more easily. The second step is retention. When the information which held our interest is rehearsed it is retained in our short-term memory.

The next step is encoding into our long-term memory. We can use visual, auditory, emotional or other codes to encode new information. Various ways can be used: we can make classifications, learn information in context, create associations between items. Repetition and plenty of revision is a very important factor to put information deep into our long-term memory.

When we learn new vocabulary it is also important to practice, repeat words several times. In *Active Study Dictionary* it is said, “You need to notice and focus on new words between 6-20 times before they really become part of your vocabulary“ (2010, p. A15).

The final phase is recalling. When we remember information we are able to recall it. To remember a new word we have to go through the whole process of taking information in, encoding, retaining and recalling.

Apart from the amount of time devoted to learning, it is also important to consider how new words are learned. The way of learning new words depends a lot on the learning preferences of the students and their learning styles.

4 LEARNING STYLES

Learning is the act of gaining knowledge. There are a lot of ways people use to learn, therefore, it is important to find out which learning style suits us best in order to master learning quickly and effectively. Style, according to Longman Active Study Dictionary, is defined as “the particular way in which someone usually behaves or works” (2010, p. 892). This way is a complex process “involving each individual learner and her or his learning history, the current learning environment, and the interaction between these. We can say that learning has taken place when we both understand something and can explain, teach or demonstrate it to others” (Cottrell, 1999, p. 42).

A category which plays a great role in our perception of information is our senses, according to which we can define three kinds of learners who prefer different senses when learning. It can not be said that one is better than the other but each person favours one in particular. Neil Fleming⁸ divides learners according to their learning style into visual, auditory and kinaesthetic learners (VAK model).

Visual learners give preference to learning by using their eyesight when studying. They prefer reading, observing or browsing. It is important for them to *see* what they learn and they usually choose such activities that suit this condition. They, for example, associate a new word with a picture. They learn best through reading English magazines, newspapers, books and looking new words up. They also gain a lot while watching films with subtitles that help them to keep new words in mind.

Another kind of learners are auditory types who remember information best by using their ears and they give priority to learning by listening. At school teachers' commentaries suit them a lot. They learn best, for example, by recording a set of new words with translation and listening to it afterwards. Reading aloud, repeating words, cooperating with others and discussing are suitable activities that help them to learn. A very good way for these students is also listening to English programmes, films or music.

8 Adapted from: <http://www.bukisa.com/articles/199979_learning-styles>

The third kind of learners is a kinaesthetic learner. They need to move during learning and in the learning process they favour physical actions. Role plays and gestures aid them to learn and remember better. Note taking is also a very typical activity for these learners.

People are often a mixture of these learning styles; however, they usually give priority to one of them. Research shows that we remember “20 % of what we read, 30 % of what we hear, 40 % of what we see, 50 % of what we say, 60 % of what we do and 90 % of what we read, hear, see, say *and* do” (Cottrell, 1999, p. 214).

Thus, using a variety of senses is beneficial because the more ways we use the more effective learning is. We can make learning easier by using a number of strategies which are often deduced from a student's learning style. They facilitate the learning process and help to recall the information.

5 VOCABULARY LEARNING STRATEGIES

Vocabulary can be learned in many different ways since people have various styles and use different techniques. Learners are able to learn a great deal of new words, however, how effectively they learn is mainly a question of the strategies which they use for gaining them.

There are a lot of definitions which explain the word “strategy”. According to Cambridge Advanced Learner's Dictionary (2005, p. 1281) strategy is “a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations.” Another definition taken from the Longman's Active Study Dictionary sees a strategy as “a plan used to achieve something” (2010, p. 885).

Learning strategy is a way we use to plan our learning process. It is used to maximise the result of learning and it contributes to faster remembering. “Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies” (Nation, 2009, p. 217). Gu and Johnson divide learning strategies into smaller groups like guessing strategies, dictionary strategies, note taking strategies or memory strategies (ibid). Even though we may use a variety of strategies, in this thesis the emphasis will be put on vocabulary learning strategies which are influenced by a learner's learning style.

5.1 VISUAL STYLE AND LEARNING STRATEGIES

The choice of strategies for learning words is influenced by a student's learning preference. Therefore, visual types of learners can make the best of their photographic memory by using visual emphasis like highlighting, circling difficult words or parts of words, organizing them by using colours or making charts.

Various interesting and effective methods are useful for these learners. One of them involves using word cards when learning vocabulary. On one side there is an English word and on the other side its translation. The advantage of these cards is that they can be used at any time and taken anywhere because they do not occupy much space. They can be also used for filling time when, for example, waiting in a queue, at the bus stop, etc.

Word cards can be divided according to a topic (clothes, food, animals) and we can test our knowledge by pulling the cards from the pile and checking new vocabulary. As we handle the cards and turn them, we create associations and a stronger relation to the words. In this way words can be better stored in our memory. Using word cards is something like a game connected with fun; therefore, it can be a popular and effective method for a lot of learners.

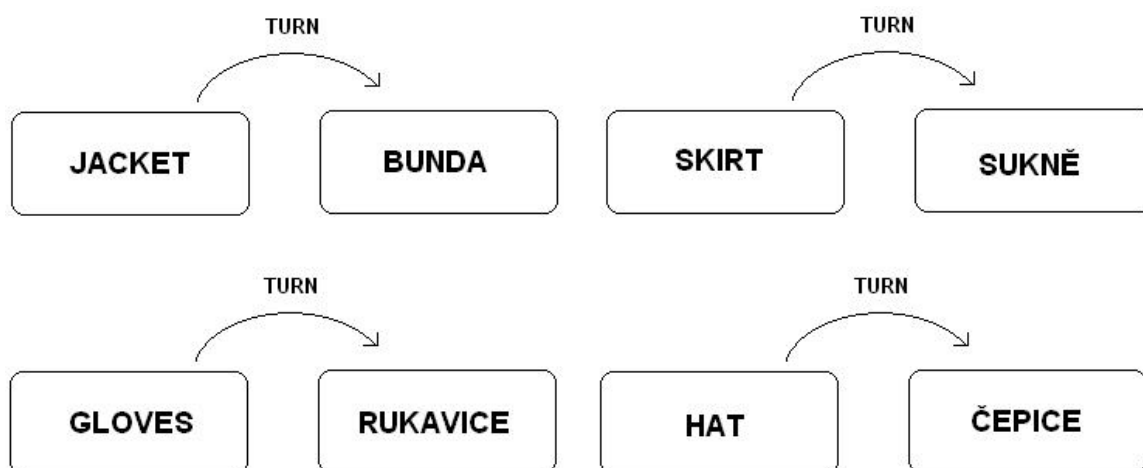


Image 2: Word cards

Games like dominoes, pairs or bingo games can be used. Dominoes is an effective game in which word cards can be used.

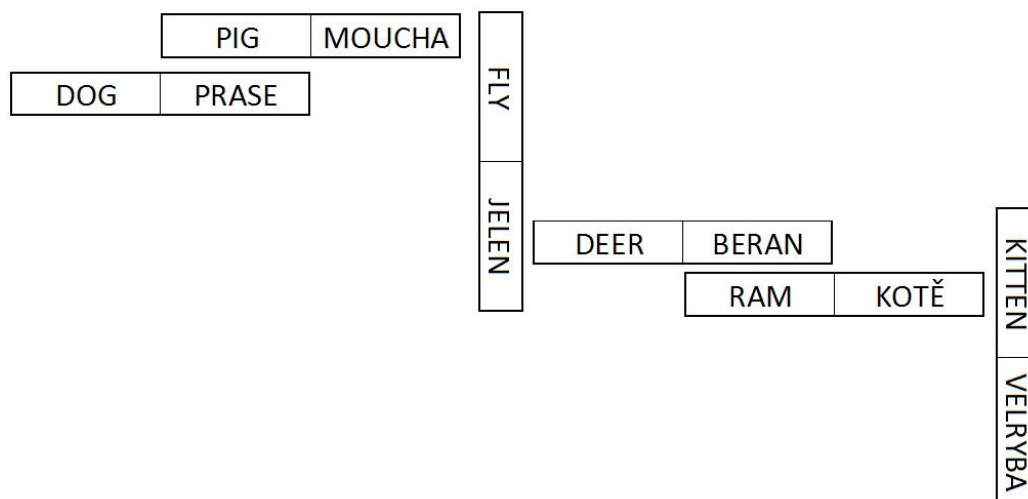


Image 3: Dominoes game

When learning a new word, it is important to connect it with something, a certain picture or an image and thus make an association which gives support to our remembering. In this way students think about the meaning of the word and imagine what the word represents.

They can also attach a card with an English word clearly to the object which it represents (in the classroom or at home) and every time a student goes by, he or she can revise the word. Regular contact with the word can increase the possibility of remembering it.

For words which can not be attached as a card to a certain object (cloud, grass, the sun, body) a picture can be used for better visualization. It can be printed or drawn next to the word.

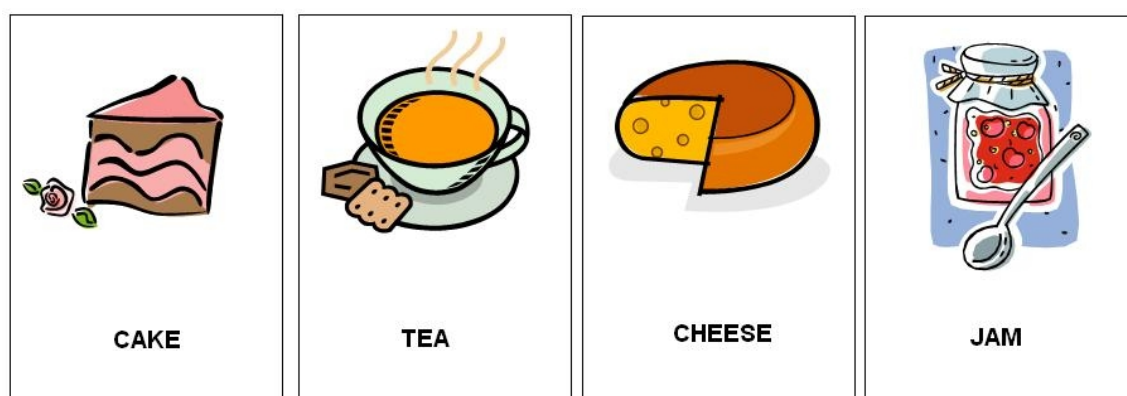


Image 4: Cards – food

Generally, using a picture together with the word is a very good strategy because students can connect the word with the object and clearly associate its name. Creating visual association is a very good way of learning. “Some psychologists believe that using mental imagery is so powerful, because people will tend to remember images more than words. It has been proven that images can help individuals learn a foreign language.”⁹ Therefore, visualizing a word in our mind, imagining a picture with the word or the thing can help us to remember it, fix it in mind and recall it later.

⁹ Adapted from: <<http://www.squidoo.com/FourPhasesOfMemory>>

A very good reference book which learners can use when they want to learn vocabulary is *Visual English Dictionary*. In this book there is a number of pictures on 952 pages arranged according to topics, such as Astronomy, Earth, Plant Kingdom, Animal Kingdom. The word is written next to the picture and its parts are also labeled. For a visual learner, this could be a better source for gaining new vocabulary than common dictionaries.

There are a lot of other effective ways which help us to remember new words. For example, personalization, which means connecting a word with someone or something that is familiar to us or that we have experienced (a person, situation or feeling). Students may learn the word *match*, connect it with a very exciting football match they saw last week and join the word with this experience or emotion; or a student learns the word *beautiful* and connects it with a beautiful friend he knows. Our experience is certainly a significant element for gaining new vocabulary.

Any technique can be used when learning new words. Creating a funny image of the word or adding some curiosities contribute to better remembering. We can, for example, learn the word *butterfly* by breaking the word into parts. We divide it into the words *butter* and *fly* and imagine flying butter or a fly which is sitting on butter. This funny image can remind us of the word *butterfly*. Many other words can be played with in this way (ladybird, hedgehog, hot dog). We can remember the word *ladybird*, for example, by imagining a bird which is sitting on a lady's head (*lady* and *bird* – *ladybird*).

Another strategy uses organization of the words. It is commonly known that we remember better when material is organized systematically. Therefore, when students learn new vocabulary they can arrange it according to certain common features. Words can be categorized according to the topic – items related to clothes, food, animals, housing. They can be divided according to a word class, prefixes or suffixes included in them. Students can also learn words together with homonyms, a variety of synonyms and their opposites – antonyms. For better visualization words can be recorded into charts or maps.

Words are organized into charts.

Antonyms

Chart 1: Antonyms

hot	cold
nice	ugly
slow	quick
bright	dark
small	large

Homophones

Chart 2: Homophones

two	too
know	no
son	sun
be	bee
sea	see

The example below shows how words can be organized in a map.

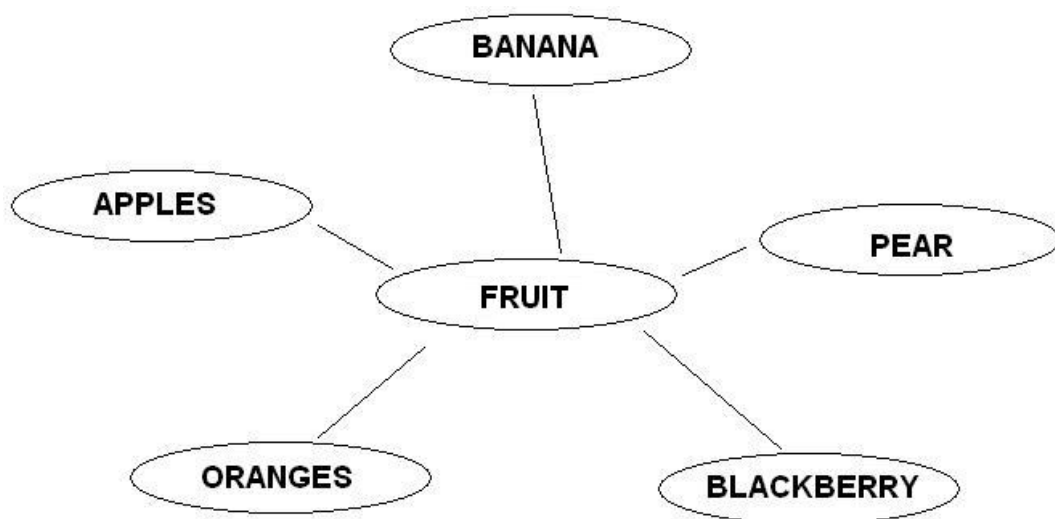


Image 5: Mapping of semantic associations

The diagram shows words which relate semantically. The word fruit (hyperonym) functions as a main notion around which its associative expressions – hyponyms (pear, apples, oranges, etc.) are arranged. They are associated according to the meaning and on the basis of a relation to the word fruit.

Creating maps or mind mapping, which was invented by the educational consultant Tony Buzan, is a very significant instrument when learning. It is about drawing pictures and making connections, associations among key words. We can say that our brain works on the same principle. It is based on creation of associations and connections between items. In this way we remember better and it is a very useful method for recording information.

Visual learners use a number of strategies and they learn mainly through visualizing, imagining the appearance of the word or the object the word represents. Any visual association helps them to remember.

5.2 AUDITORY STYLE AND LEARNING STRATEGIES

Auditory types of students learn the best by using their ears. If they want to keep information in mind they need to say the word or hear it. Therefore, they favour listening to lectures, or discussing themes instead of reading about them, using eyesight or movement when learning. They can learn vocabulary from listening to English music, watching television, listening to the radio. In order to retain a new word, to encode it and learn it quickly they can use some of the following strategies for auditory types which contribute to better remembering.

For example, students who prefer learning alone can say new words aloud. Repeating them many times is very powerful, because frequent recalling helps to deposit information deeply into long-term memory. There are also learners who prefer learning with another person. They can cooperate with a friend, a family member or a teacher who examine their knowledge.

Students can also use modern technology when studying. Thanks to 21st century technology, there are a lot of ways which can be used for making voice recording. Concerning vocabulary and learning new words, our voice can be recorded, for example, onto a cassette, dictaphone, MP3 player or a personal computer and then played back.

The advantage of MP3 players is that we can listen to the recordings not only at home but also in various places and make the best of our time. We can just listen or actively repeat the words and say them aloud.

The disadvantage of voice recordings is that if we are uncertain of our pronunciation, we could learn the words incorrectly from the beginning. Therefore, it is important to know the phonetic symbols and pronunciation of the words. However, today nearly everyone has the possibility to check the pronunciation: by virtue of the internet, by using specialized translator programs, or an interactive electronic dictionary, for example, Active Study Dictionary by Longman. In these sources vocabulary is recorded by native speakers so we can be sure that we learn the pronunciation correctly.

Another way to revise or extend vocabulary is by watching foreign television (BBC, CNN, Sky News) where learners have an opportunity to hear natural English. Students can find that certain types of vocabulary are used in different types of programme. In teleshopping, for example, adjectives like *beautiful*, *amazing*, *nice* and nouns relating to a certain type of advertised objects (clothes, machines, jewellery) are often mentioned. In weather forecasts we can hear a lot of words relating to the weather (sunny, cloudy, smog, warm). When watching these programmes regularly, students have a good opportunity to catch and remember these words. The television is a good means of acoustic transmission. The advantage is that a learner can also see pictures and written headlines which can aid in guessing the meaning of an unknown word.

Students can use other kinds of listening material. There are various internet web pages which are devoted to teaching vocabulary by using sound. There are also various simplified versions of books which are accompanied by a CD. These books are designed for specific learners according to their knowledge of English. Material published by Penguin Readers, for example, is divided into six levels according to the number and difficulty of words. The advantage is that learners have the possibility to listen to it several times over and together with reading they can mark the unknown words and learn them.

The best way of learning words for auditory learners is to hear the words as many times as possible. Nowadays young people have a lot of opportunities to listen to vocabulary. Due to downloading from the internet, students have the possibility to get the film together with

subtitles and watch it a number of times. It certainly does not prepare a student for a test of specific vocabulary but it contributes to general extension of vocabulary. By watching English films learners can acquire new words, phrases, idioms, slang expressions in an amusing and non-academic way.

Another strategy suitable for auditory learners is studying with another person. A friend, for example, can read the words aloud and his or her partner can just listen or also repeat them. A friend can also help with testing vocabulary, checking pronunciation or assessing correctness of the words. In this way a student says, hears and repeats the words and thus have multiple prompts for learning and remembering them. The student can also create an imaginary friend and talk to him.

Auditory types usually learn better whilst listening to music in the background, which stimulates their brain and helps them to remember. Appropriate styles of music which suit them best can help them to concentrate (classical music, dance music). “Many experts believe that listening to classical music, especially Mozart, helps people to organize their ideas more clearly and so improves their memory. Sadly, rock music does not have the same effect!” (Cunningham, 2005 p. 21).

Music does not serve only as an extra stimulus for learning but it can become a direct means of learning strategy. Some of these strategies are: singing the words in order to connect it with music, chanting and learning words according to rhythm (see/saw/seen).

Words can be associated with the sound they make in reality. When learning the word *bell*, we can listen to the sound of a ringing bell. We learn the word *whistling* and we associate it with its sound. Also similar sounding words like *beer* and *beard* can be learned together on the basis of slight sound differences. Learners can play with their voice when saying the word: speak loudly, quietly, whisper. They can make their voice expressive, change their tone and use a high or low voice.

5.3 KINAESTHETIC TYPE AND LEARNING STRATEGIES

The third type is a kinaesthetic learner. These students prefer motion when learning and they learn more quickly when they can use their hands, arms or whole body.

Since these learners are often full of energy it is useful for them if they can do something active. Their memory is strengthened by using their body. Otherwise, when they sit still, they are restless, impatient, nervous and quickly need a break or a change of activity. This is why they usually do not like lessons in the form of lectures, which are often boring for them. They can be called “doers” because movement makes them feel more at ease. Since motion keeps their brain focused they can do physical activity when learning or rehearsing vocabulary.

For kinaesthetic learners note taking, writing new words down on paper and highlighting or colouring them are very good strategies for learning words. In this way they transfer the movement of their hand into their memory. They can also use their fingers and type notes on the computer. A special technique useful for these learners is taking “spatial notes” by writing a word with their hand just in the air. The more often the word is written, the higher chance it is that a student will remember it.

A very typical activity for kinaesthetic learners is making expression with their face or doing gestures when learning a new word. When learning adjectives (happy, sad, scared, furious) they can easily express them with gestures (smile for the word *happy*, frown for the word *angry*).

A lot of words can be demonstrated by movement. For example, we can *act out* the activity which a verb represents. We can associate the word with the motion of jumping whiles learning the word *jump*. We can do the movement every time we come across the word. Also these learners often automatically think of a word or an expression when they do something. For example, when they open the fridge they think about the words like *open* or *fridge*. In this way they can also revise vocabulary which they know. Common activities like shaving, cutting, cleaning are good sources for revising words.

Since they like learning by means of activities, games with English vocabulary are very suitable for them (dominoes, pairs, etc.). By handling the cards and turning them over, they create associations or a stronger relation to the words.

To extend vocabulary, kinaesthetic types can go outside to the countryside and learn the names of things they see around them. Every time they meet with a new word they can use some kinds of movement, which contribute to more effective learning.

Not only movement and physical activity is suitable for these learners. Common actions like “writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain” (Cottrell, 1999, p. 209).

5.4 MIXED TYPES OF LEARNERS AND LEARNING STRATEGIES

A majority of people are not just visual, auditory or kinaesthetic type but they are mixture of these learning styles (visual-auditory, visual-kinaesthetic or auditory-kinaesthetic). Therefore, they can use a combination of learning strategies. Visual-auditory type can combine strategies for visual and auditory learners. They can, for example, read words and say them aloud. Visual-kinaesthetic types can combine strategies for visual and kinaesthetic types: write the word and then look at it. Kinaesthetic-auditory types combine strategies for kinaesthetic and auditory learners. Learners can use more than just one sense; they can see the word, hear the word or say it and they can also use a different sense sequence when studying.

Cottrell recommends: „Try learning words using different sense sequence. For example: Look at it; say it aloud; write it; check what you’ve written. Say it aloud; look at it; write it; check what you’ve written. Draw it; look at it; say it aloud; write it; check what you’ve written. Tape-record it; listen to it; repeat it; write it; look at what you’ve written; check it” (1999, p. 43).

By using more of our senses, we can see the word from different perspectives and create more associations, which helps us to remember it more quickly and effectively.

6 INVESTIGATIVE PROJECT

The theory supports the idea that if students want to learn and remember words effectively they need to use all their senses and a variety of strategies. Regular revision is also very important for storing words to memory, preferably in context because learners can associate vocabulary with concrete situations or objects and remember it better.

The question is to what extent are students aware of the necessity to apply these principles? Do they have any preferable ways to learn vocabulary? Are they able to vary the strategies? What strategy prevails? Are the students creative enough to modify their strategies according to their needs?

The aim of this bachelor paper is to answer these questions and to identify common aspects of learners' approaches to learning words. The main aim of the investigation is also to find out ways of learning vocabulary that the students at different types of schools have and suggest possible improvements.

In order to answer the research questions, a questionnaire that would map the students' vocabulary learning profiles was designed. The questionnaires (see appendix 1) consisting of nine questions were completed by learners from three different types of schools: a basic school, secondary school and a language school. Seven questions are closed questions in which students can choose from several alternatives. Two questions, question number 2 'When you learn vocabulary, how much time do you devote to learning per day (in minutes)?' and question number 5 'Which techniques do you use for remembering difficult words?' are open-ended questions, in which respondents can write their own answers (these two questions are not demonstrated in a graph). The reason for including open-ended questions was to find out whether the students have their own strategy which promotes their learning.

Since I am studying at a teacher training college, I focused on students of primary and secondary schools for my study. Thus, the results can be used to make recommendations for teacher trainees, as well as for the pupils whom I may teach in the future.

The questionnaires were distributed to respondents in two primary schools in Mladá Boleslav (ZŠ Dr. Edvarda Beneše and 6. ZŠ), two secondary schools in Mladá Boleslav (Gymnázium Dr. J. Pekaře, Soukromá střední podnikatelská škola HERMÉS MB) and in a private language school in Liberec.

I did not investigate learning habits of pupils at the first stage of primary school because children usually start learning English at higher grades. I chose classes from the second stage at primary school since they already learn a foreign language and usually have some techniques for learning vocabulary. I have also investigated learning habits of pupils at secondary schools, where I focused on higher classes in order to compare their learning preferences with learning ways of pupils in a primary school.

I was also curious about students who are intrinsically motivated to study English and attend a private language school. The results were compared to the results of the students in primary and secondary schools who learn a foreign language (English) compulsorily.

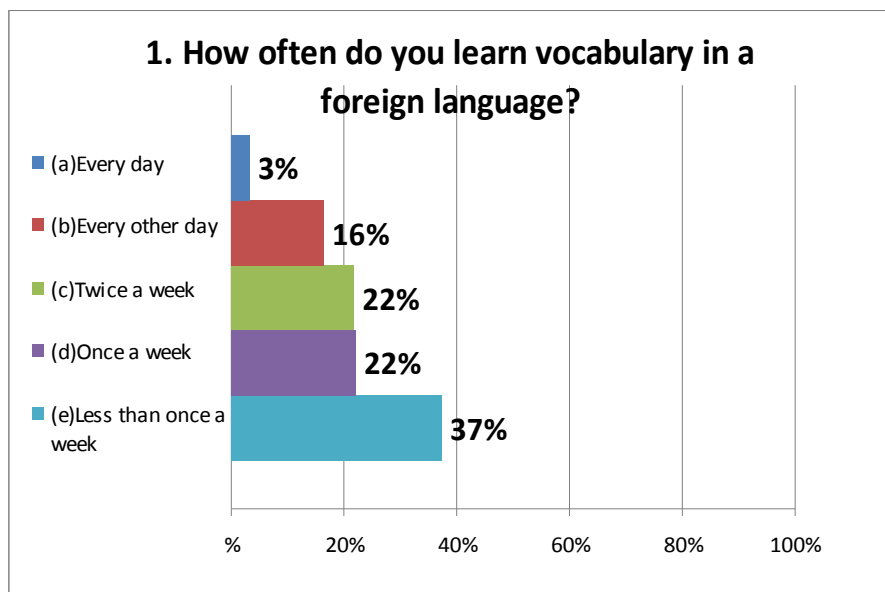
200 questionnaires were distributed and 160 questionnaires returned. In the end I used 147 of them. 13 questionnaires out of 160 were unusable because: the respondents did not fill in all the answers; they circled more than one answer when one was required; they did not mark their gender or other piece of information. If I had used these questionnaires, it would have misrepresented the results of my investigation.

6.1 RESULTS FROM THE QUESTIONNAIRE

6.1.1 All students' responses

The graphs show the average results calculated from all the questionnaires.

Question number 1: How often do you learn vocabulary in a foreign language?



Graph 1: How often do you learn vocabulary in a foreign language?

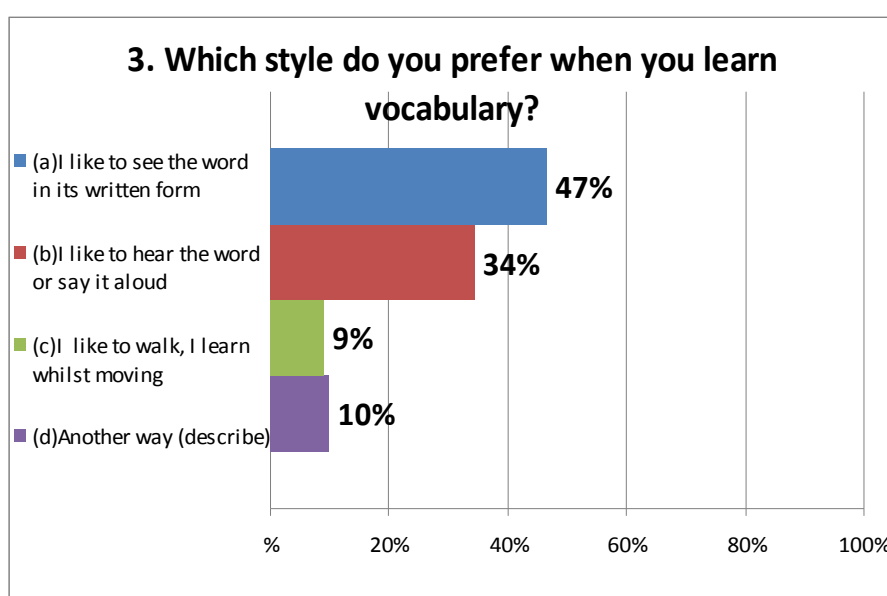
Time devoted to learning can surely influence its effectiveness. This factor can increase or decrease the quality and speed of learning. By learning vocabulary regularly and frequently, learners increase the chances that they will remember it more quickly and for a long time. Therefore, the best way is to practice vocabulary every day. If students study every day, they can have a wider vocabulary in a shorter time and they may store vocabulary more quickly and deeply into their memory. Therefore, I was interested in how often pupils in primary and secondary schools learn vocabulary per week.

From the first graph we can see that the greatest number of respondents chose the answer *e* (they learn vocabulary less than once a week, 37 %). A smaller number of pupils answered that they learn it once a week (22 %) or twice a week (22 %) and 16 % of respondents practise English words every other day. However, only 3 % learn vocabulary every day.

Question number 2: When you learn vocabulary, how much time do you devote to learning per day (in minutes)?

Apart from the frequency I was also interested in the amount of time that the students devote to studying. On average, pupils in my investigation learn vocabulary 28 minutes per day. For the students who study everyday or at least once a week this is an effective amount of time. However since the majority of students say that they learn vocabulary less than once a week, 28 minutes cannot compensate regular exposure to learning.

Question number 3: Which style do you prefer when you learn vocabulary?



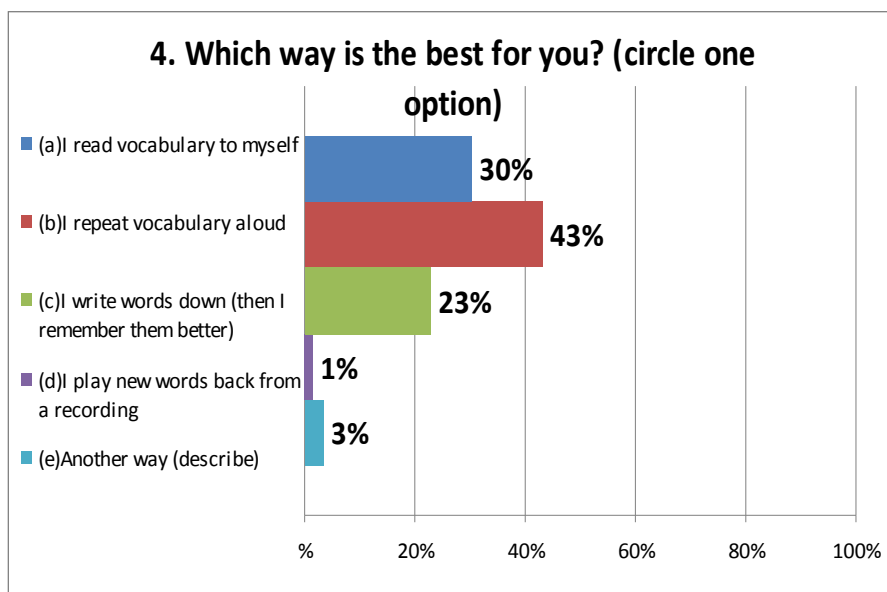
Graph 2: Which style do you prefer when you learn vocabulary?

The graph shows that the majority of respondents give priority to seeing a word (47 %), a smaller number of pupils like to hear or say it (34 %) and only 9 % like to do certain activities or move when learning vocabulary. These findings correspond with the data stated in studies^{10 11} which also describe that the majority of people prefer a visual aspect when learning, fewer people like an auditory way, and the smallest number of people favour a kinetic way of learning.

¹⁰ Adapted from: <<http://www.primeu247.com/advantages.html>>

¹¹ Adapted from: <http://www.bukisa.com/articles/199979_learning-styles>

Question number 4: Which way is the best for you?(circle one option)



Graph 3: Which way is the best for you? (circle one option)

Most learners (43 %) said that they like to repeat vocabulary aloud. This result differentiates from graph number 3 in which pupils give priority to seeing the word in its written form. This can be caused by the fact that students first see the word and then repeat it aloud. The second reason may be that some respondents ticked two answers for this question.

Question number 5: Which techniques do you use for remembering difficult words?

I was interested in how pupils at schools learn vocabulary and whether they use some techniques which make their learning easier. I found that some students do not use any special techniques when learning new vocabulary. Others wrote that they do not have to learn vocabulary because they remember it just from classes. However, the majority of students mentioned some techniques, or mnemonics¹² which they use for learning difficult words.

¹² “ ‘Tricks’ to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable.” (How to Teach Vocabulary, 2002, p. 25)

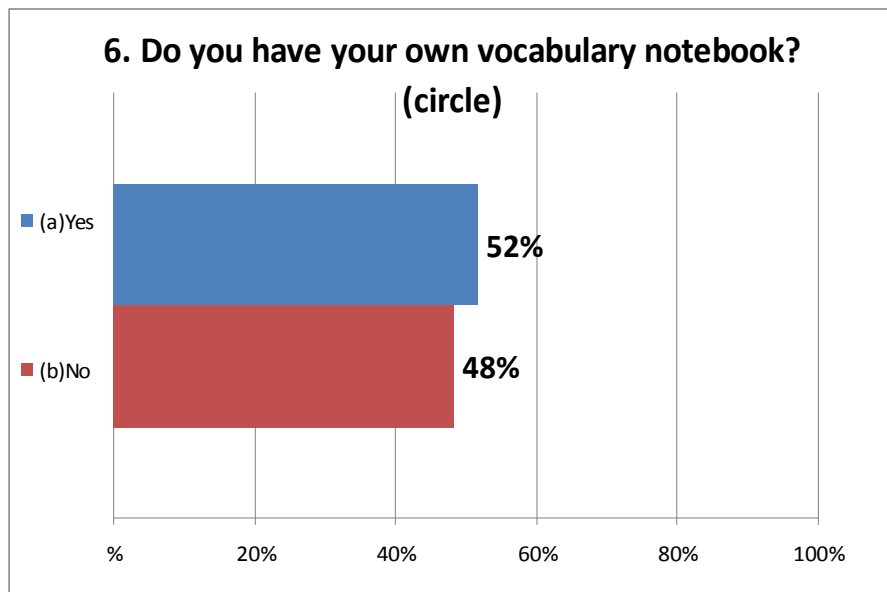
The most frequent answer was that they revise new English words several times (seven or more times) by saying them aloud, writing them down, or re-reading them. Some students mentioned that they learn new vocabulary for twenty minutes, they have a short break and after that they re-revise the same vocabulary for a shorter time period (five or ten minutes). A lot of learners like comparing English words with similar Czech expressions, for example, the word *arm* – in Czech “*armáda* má velké paže”. They also put words into witty, funny sentences and connect them with other words.

A smaller number of students wrote that they use colours or pictures for difficult words. They learn new words together with their synonyms, put them into groups on the basis of similarity; divide them into their constituent parts (*blackberry* – *black* and *berry*). They also imagine the word and connect it with an activity or a place. The respondents also wrote that they extend their vocabulary mainly by listening to songs, watching films or reading articles.

Some learners mentioned interesting ways of remembering words:

- “I put words on the screen of my computer.”
- “I say them thirty times quickly one after another.”
- “I type them on the computer.”
- “I try to make up a funny rhyme.”
- “I make word cards and draw lots.”
- “I make dominoes.”
- “I record them into my mobile phone and then I play them back on my headphones.”

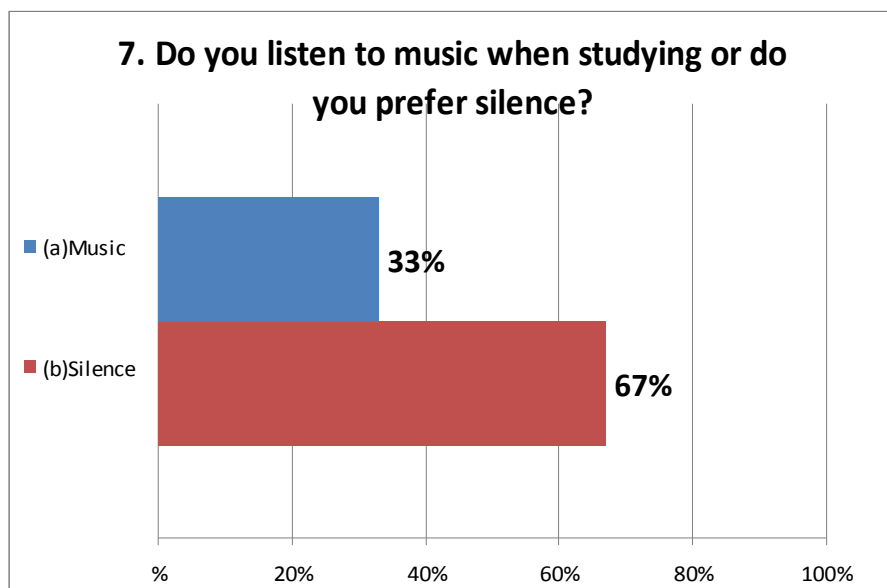
Question number 6: Do you have you own vocabulary notebook?



Graph 4: Do you have you own vocabulary notebook?

Approximately, half of pupils (52 %) responded that they do have their own vocabulary notebook. The remaining 48 % do not write vocabulary into their notebook. However, having a vocabulary notebook is certainly favourable because students have an organized record of words which they learn or know and they can come back to them after a time and revise them.

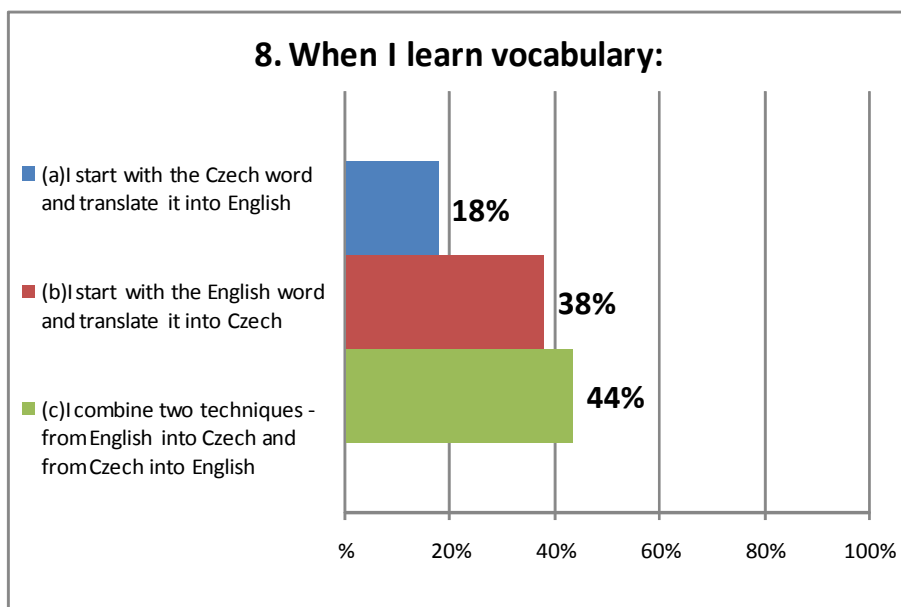
Question number 7: Do you listen to music when studying or do you prefer silence?



Graph 5: Do you listen to music when studying or do you prefer silence?

On average, 67 % of respondents prefer silence and 33 % listen to music in the background when studying. Usually respondents who stated that they prefer to receive information with their ears wrote that they like listening to music in the background.

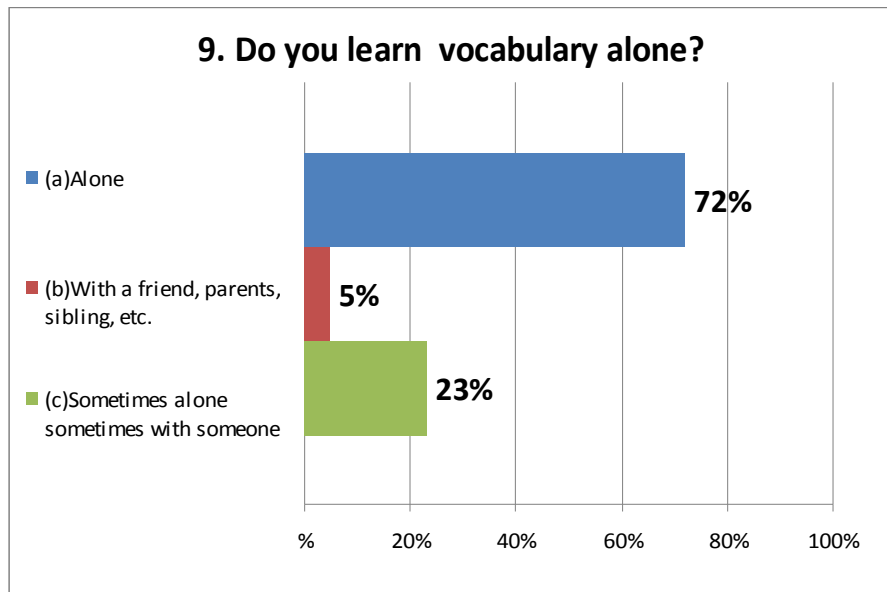
Question number 8: When I learn vocabulary:



Graph 6: When I learn vocabulary:

Question number 8 focuses on a common strategy that is used for learning vocabulary and it is translation. 38 % favour starting with an English word and translating it into their first language; 18 % start with their first language and translate it into English; 44 % of respondents combine both techniques of learning vocabulary. Combining these two ways is a good strategy to practise words from different perspectives and get used to switching between the two languages. Then the students can cope with understanding English conversation and also speaking English more easily.

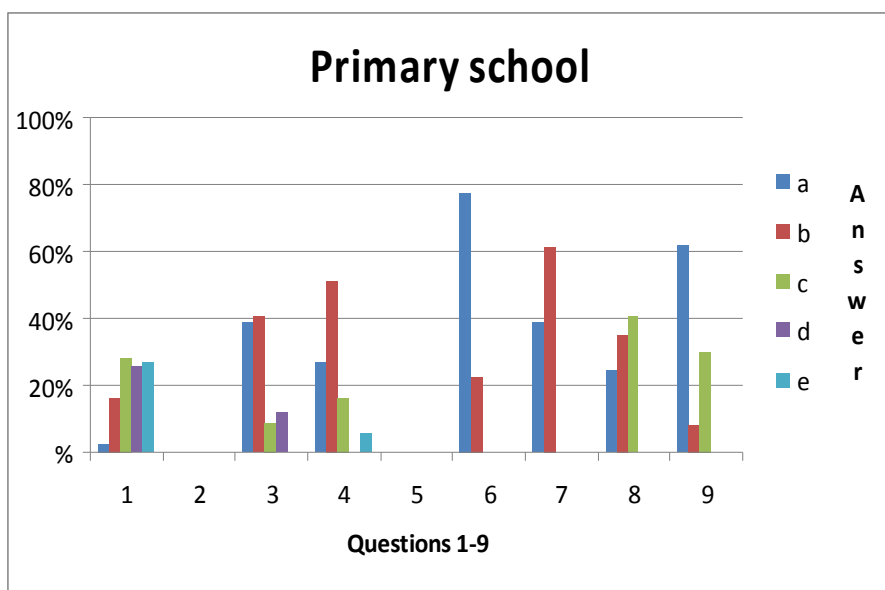
Question number 9: Do you learn vocabulary alone?



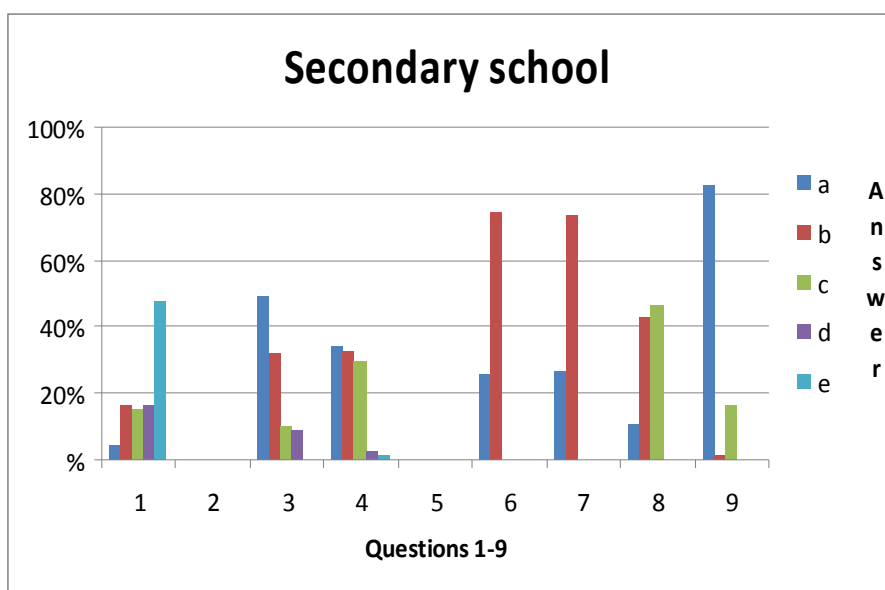
Graph 7: Do you learn vocabulary alone?

The majority of pupils in my investigation (72 %) learn vocabulary alone. The rest of pupils learn just with another person, or like to learn with someone only occasionally. Usually students who prefer an auditory style prefer to learn English vocabulary with another person.

6.1.2 Comparison of primary and secondary schools



Graph 8: Primary school



Graph 9: Secondary school

Question number 1: How often do you learn vocabulary in a foreign language?

In both groups the smallest number of pupils revise words every day. A very common answer for secondary school pupils (48 %) was that they practise vocabulary less than once a week. In primary school most frequent answers (around 27 % each) were answers *c* (twice a week), *d* (once a week) and *e* (less than once a week). This shows that students in secondary school devote less time to learning vocabulary than students in primary school.

Question number 2: When you learn vocabulary, how much time do you devote to learning per day?

On average, pupils at primary school devote 30 minutes to learning vocabulary per day and pupils at secondary school devote average of 25 minutes to learning vocabulary per day, which does not show any significant difference.

Question number 3: Which style do you prefer when you learn vocabulary?

The biggest difference between these two groups is in answers *a* and *b*. We can see that respondents in primary school like to hear or say a word when learning (41 %) and also see the word (38 %). On the other hand, respondents in secondary school prefer to see the word (49 %) and 32 % like to hear it. Answers *c* and *d* were chosen by a very small number of pupils.

Question number 4: Which way is the best for you: (circle one option)

A greater number of primary learners (51 %) like to use an auditive way when learning vocabulary, while secondary school pupils (34 %) prefer a visual way. This finding corresponds with question 3 in which primary school pupils also prefer to hear the word.

Question number 5: Which techniques do you use for remembering difficult words?

This question has already been analysed in the chapter *All students' responses*, question number 5.

Question number 6: Do you have your own vocabulary notebook?

Whilst many primary school pupils have their own vocabulary notebook (78 %), more secondary pupils (74 %) do not. It may be caused by teachers who demand students to have a notebook in primary school and in secondary school teachers often are not so interested whether students note down new vocabulary or not. From my own experience, a lot of teachers at secondary schools put more emphasis on grammar and pupils do not learn so much vocabulary at this stage. That may be why the results show that a higher number of secondary learners do not have their own vocabulary notebook.

Question number 7: Do you listen to music when studying or do you prefer silence?

Pupils at primary school chose answer *a* (music in the background, 39 %) more often than pupils in secondary school, 26 %. However, they both generally prefer silence to music.

Question number 8: When I learn vocabulary:

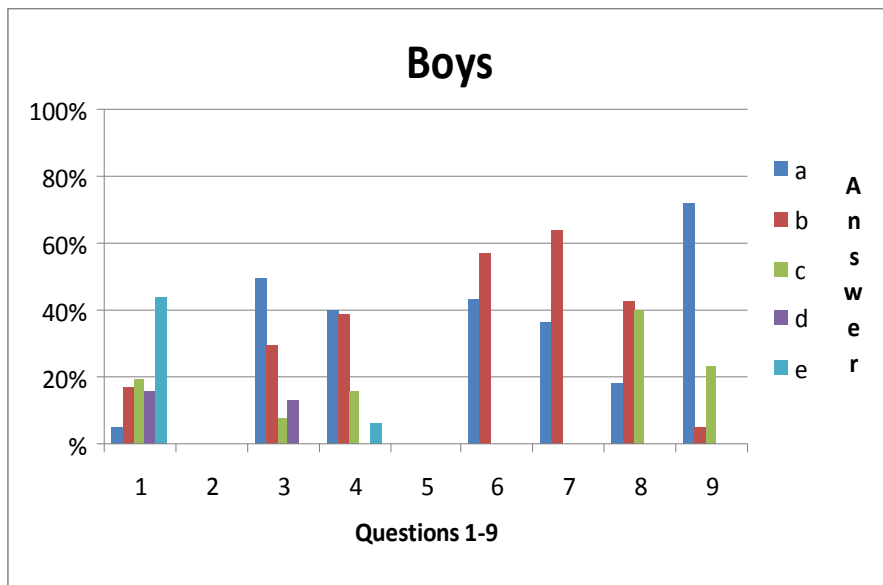
Both groups prefer a combination of techniques (they start with an English word and translate it into their first language or they start with a word in their first language and translate it into English).

Question number 9: Do you learn vocabulary alone?

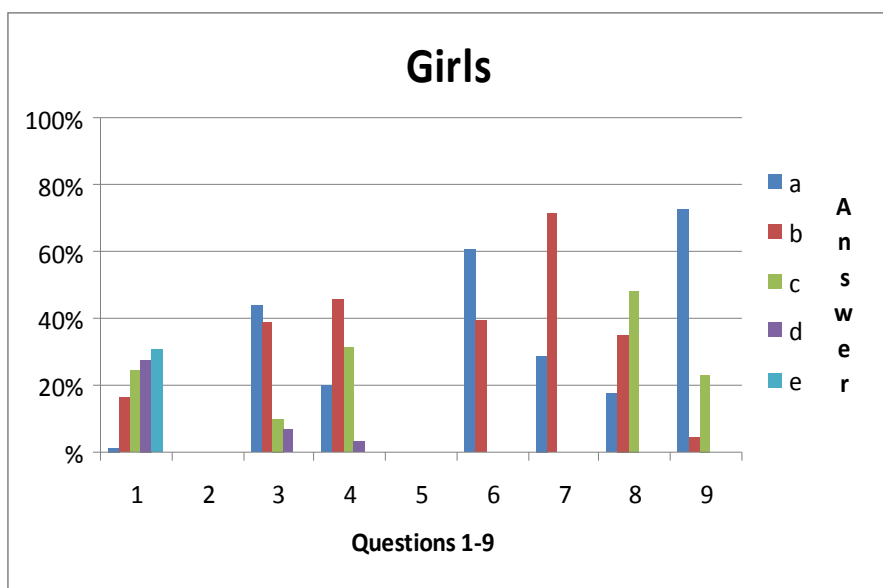
Learning vocabulary alone is 20 % more popular amongst students at secondary school. However, both groups generally prefer learning vocabulary alone.

6.1.3 Comparison of boys and girls

Finally, I was interested in how girls and boys learn vocabulary, whether there are some differences or not.



Graph 10: Boys



Graph 11: Girls

Question number 1: How often do you learn vocabulary in a foreign language?

Both genders chose the answer *e* most frequently (boys 44 %) and (girls 30 %). This number shows that they learn vocabulary less than once a week. Boys chose this answer more often than girls. Only around 3 % of boys or girls responded that they learn vocabulary every day.

Question number 2: When you learn vocabulary, how much time do you devote to learning per day?

- On average, boys learn vocabulary 25 minutes per day.
- On average, girls learn vocabulary 31 minutes per day.

Question number 3: Which style do you prefer when you learn vocabulary?

In both graphs, *a* received the highest number of answers. Options *a* (I like to see the word in its written form) and *b* (I like to hear the word or say it aloud) are the most frequent answers for both groups. A higher percentage of boys than girls like to see the word in its written form and a higher percentage of girls than boys like to hear the word or say it aloud. However, they both prefer when they can see the word (girls: 44 %, boys 49 %). A smaller number like to hear it (girls: 39 %, boys: 30 %) and the smallest number like motion when learning (girls: 10 %, boys 8 %). In comparison to answers *a* and *b*, answers *c* and *d* were not chosen so frequently.

Question number 4 Which way is the best for you: (circle one option)

Answers *a*, *b*, *c* differ for boys and girls. More girls than boys like to say or hear the words and more boys than girls prefer to see the word. Nobody or hardly anybody mentioned answers *d* or *e*.

Question number 5: Which techniques do you use for remembering difficult words?

This question has already been analysed in the chapter *All students' responses*, question number 5.

Question number 6: Do you have your own vocabulary notebook?

We can see that both graphs are totally different. From the graphs it is clear that more girls have a vocabulary notebook than boys. Boys usually prefer not to write words into a vocabulary notebook. This may be caused by the fact that girls are more precise and hard-working. Boys, on the other hand, are less motivated to carry about their own notebook.

Question number 7: Do you listen to music when studying or do you prefer silence?

About 64 % of boys prefer silence, 36 % use music in the background when learning. Meanwhile, 71 % of girls prefer silence and 29 % like listening to music when learning. The graphs are nearly the same for both genders, however, answer *b* (silence) is used a bit more often by girls.

Question number 8: When I learn vocabulary:

The option *a* (I start with Czech word and translate it into English) has the smallest number of answers for both genders. Boys usually start with an English word and translate it into their first language. Girls like using a combination of these techniques.

Question number 9: Do you learn vocabulary alone?

I was surprised that the graph for girls is nearly the same as the boys' graph. In both groups about 70 % of respondents prefer learning alone and a far smaller number learn with someone else.

6.1.4 Private language school

As mentioned earlier, questionnaires were also distributed in a private language school, but only seven were returned. This is a very small number for gaining correct and objective results.

8 CONCLUSION

The goal of my thesis was to show effective ways which can be used for learning English vocabulary. Each learner should know about his or her learning style in order to use techniques which suit him or her best. Using a variety of strategies certainly attributes to higher effectiveness of learning. That is why a wide range of techniques should be introduced to learners in every language classroom.

In my investigation I found that learners have various kinds of learning strategies which they use for gaining new words. I was surprised that even primary school pupils are very creative and use a number of mnemonics which make their learning easier. However, a great number of pupils do not have any special reservoir of learning techniques that they could use according to the types of tasks and their own needs. Very often pupils mentioned that they learn new words just by mechanical repetitions. The results from the questionnaire show that the learners usually stick to one type of a strategy that they are used to, without any reason for choosing this particular way. That is why I believe that students should have an awareness of other possible effective approaches which can be used for extension of their English vocabulary.

In my investigation, students generally give preference to two styles: visual and auditory. Visual approaches prevail because this is also a typical method that the teachers use at schools; a smaller number of learners give priority to the auditive way; and some learners use mainly a kinaesthetic style, but it is a very small group of learners. These results correspond with the data stated in studies^{13 14}.

At basic school students usually prefer not only to see a new word in its written form but they also like to hear it. That is why some of them make recordings of new vocabulary and play the recording back afterwards. It also explains why these pupils often learn with a friend or another person who tests their knowledge of English vocabulary using an auditive way. At secondary school, on the other hand, the need to hear or say a word was not mentioned so frequently.

13 Adapted from: <<http://www.primeu247.com/advantages.html>>

14 Adapted from: <http://www.bukisa.com/articles/199979_learning-styles>

This may be caused by the fact that students at secondary school usually have got used to applying more strategies and tactics that can help them remember new words. Comparing girls and boys, girls like to see the word and also to say or hear it when learning. For boys seeing the word in its written form is enough.

Another question which I examined was how much time students devote to learning new vocabulary, whether there are some differences between boys and girls or primary and secondary school pupils. Since girls are usually more consistent and hard-working than boys when learning, I expected that girls would devote more time to learning English vocabulary. This speculation was proven true: girls not only revise vocabulary more frequently than boys but they also spend more time learning vocabulary on average. However, in general it can be concluded that not enough time is devoted to independent work on vocabulary outside of school. Even if the learners spend a reasonable amount of time on studying words (around 30 minutes), the frequency of study is still insufficient.

With regard to primary and secondary schools, pupils in primary school generally devote more time to learning vocabulary than pupils in secondary school. This may be caused by the fact that pupils at basic school are commonly more guided through their way of learning and constant work with vocabulary is monitored.

A part of teaching, especially at basic school, should be devoted to improving learners' learning skills, mainly their ability to learn new words independently. Understanding word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been taught in class. The more diverse strategies the students possess, the better they will acquire the new words and the more successful they will be at school.

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APPENDIXES

Appendixes

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1. Questionnaire for my bachelor thesis

Dear students,

I would be very grateful if you could fill in this questionnaire which will help me with my bachelor dissertation “Effective Strategies for Learning English Vocabulary”. In the questionnaire there are nine questions which are related to the topic of learning vocabulary. Please, circle one or more responses for each question.

Thank you for your help,

Lucie Pekárnová

1. On average how often do you learn vocabulary in a foreign language ?
 - a) every day
 - b) every other day
 - c) twice a week
 - d) once a week
 - e) less than once a week
2. When you learn vocabulary, how much time do you devote to learning per day (in minutes)?
_____ minutes
3. Which style do you prefer when you learn vocabulary?
 - a) I like to see the word in its written form.
 - b) I like to hear the word or say it aloud.
 - c) When I learn a new word I have to walk, I learn whilst moving
 - d) Another way (describe)_____
4. Which way is the best for you (circle one option):
 - a) I read vocabulary to myself
 - b) I repeat words aloud
 - c) I write words down (then I remember them better)
 - d) I play new vocabulary back from a recording
 - e) Another way (describe)_____
5. Which techniques do you use for remembering difficult words?
6. Do you have your own vocabulary notebook? (circle)
 - a) yes
 - b) no

7. Do you listen to music when studying or do you prefer silence?
- a) music
 - b) silence
8. When I learn vocabulary (circle):
- a) I start with the Czech word and translate it into English
 - b) I start with the English word and translate it into Czech
 - c) I combine two techniques- from English into Czech and from Czech into English
9. Do you learn vocabulary alone?
- a) alone
 - b) with a friend, parents, sibling, etc.
 - c) sometimes alone sometimes with someone

2. Questionnaire – primary school; a boy

Dotazník k bakalářské práci

Milí žáci/studenti,

Vyplněním tohoto dotazníku mi velice pomůžete ke zpracování mé bakalářské práce „*Elektronická strategie osvojování slovní zásoby v anglickém jazyce*“, která by měla přispět i ke zlepšení výuky AJ. Čeká Vás 9 otázek týkajících se tohoto tématu. Prosím, zodpovězte všechny otázky.

Děkuji za ochotu,
Lucie Pěkářová

Věk: 14 Třída: 8.A ZŠ/ŠŠ (zakroužkuj) muž/žena (zakroužkuj)

1. Jak často se průměrně učím cizí slovíčka? (zakroužkuj)

- a. každý den
- ☒ b. obden
- c. dvakrát do týdne
- d. jednou týdně
- e. méně než jednou týdně

2. Když už se začnu učit slovíčka, kolik času v minutách tomu ten den zhruba věnuji?
30 min.

3. Jakým stylem se nejlépe naučím slovní zásobu. (zakroužkuj jednu nebo více možností)

- ☒ a. Slovo musím vidět napsané.
- b. Slovo musím slyšet, slovo si musím říct nahlas.
- c. Když se nové slovo učím, musím se procházet, učím se v pohybu.
- d. Jiný způsob (popiš) _____

4. Jakým způsobem si nejlépe zapamatuješ slovíčka (zakroužkuj jeden způsob, který je pro Tebe nejlepší). Nejlépe si slovíčka zapamatuji, když

- a. si slovíčka čtu potichu pro sebe
- ☒ b. opakuji si je nahlas
- c. slovíčka si píšu (tak si je lépe pamatuji)
- d. pousťím si je ze zvukového záznamu
- e. Jiný způsob (popiš) _____

5. Jaké „figle“ používáš na slovíčka, která si je nemůžeš zapamatovat.
napiš je abudu 10s

6. Vedeš si slovníček na slovíčka? (zakroužkuj)

- a. ano
- ☒ b. ne

7. Posloucháš hudbu při učení slovíček, nebo máš raději ticho? (zakroužkuj)

- ☒ a. hudba
- b. ticho

8. Když se učím slovíčka (zakroužkuj)

- a. začínám českým slovíčkem a to si překládám do angličtiny
 - b. začínám anglickým slovíčkem a to si překládám do češtiny
 - ☒ c. učím se je kombinovaně- z angličtiny do češtiny a z češtiny do angličtiny
9. Učíš se slovíčka sám? (zakroužkuj)
- ☒ a. sám
 - b. s kamarádem, s rodiči, se sourozencem, apod.
 - c. někdy sám a někdy s někým známým

3. Questionnaire – primary school; a girl

4. Jakým způsobem si nejlépe zapamatuješ slovíčka (zakroužkuj jeden způsob, který je pro Tebe nejlepší). Nejlépe si slovíčka zapamatuji, když
- si slovíčka čtu pouchu pro sebe
 - ☒ opakuji si je nahlas
 - slovíčka si píšu (tak si je lépe pamatuji)
 - pouštím si je ze zvukového záznamu
 - Jiný způsob (popiš) _____
5. Jaké „figle“ používáš na slovíčka, která si je nemůžeš zapamatovat.
- něco si k tomu odůvodním*
příklad: nm = pade – vrnáda má pade
6. Vedeš si slovníček na slovíčka? (zakroužkuj)
- ☒ ano
 - ne
7. Posloucháš hudbu při učení slovíček, nebo máš raději ticho? (zakroužkuj)
- hudba
 - ☒ ticho
8. Když se učím slovíčka (zakroužkuj)
- ☒ začínám českým slovíčkem a to si překládám do angličtiny
 - začínám anglickým slovíčkem a to si překládám do češtiny
 - učím se je kombinovaně - z angličtiny do češtiny a z češtiny do angličtiny
9. Učíš se slovíčka sám? (zakroužkuj)
- ☒ sám
 - s kamarádem, s rodiči, se sourozencem, apod.
 - někdy sám a někdy s někým známým

Dotazník k bakalářské práci

Mili žáci/studenti,

Vyplněním tohoto dotazníku mi velice pomůžete ke zpracování mé bakalářské práce „Efektivní strategie osvojování slovní zásoby v anglickém jazyce“, která by měla přispět i ke zlepšení výuky AJ. Čeká Vás 9 otázek týkajících se tohoto tématu. Prosím, zodpovězte všechny otázky.

Děkuji za ochotu,
Lucie Pěkářová

Věk: 11 Třída: 6.A 8SS (zakroužkuj) Muž/žena (zakroužkuj)

1. Jak často se průměrně učím cizí slovíčka? (zakroužkuj)

- každý den
- obden
- dvakrát do týdne
- ☒ jednou týdně
- méně než jednou týdně

2. Když už se začnu učit slovíčka, kolik času v minutách tomu ten den zhruba věnuji?
20 min

3. Jakým stylem se nejlépe naučím slovní zásobu. (zakroužkuj jednu nebo více možností)

- ☒ Slovo musím vidět napsané.
- ☒ Slovo musím slyšet, slovo si musím říct nahlas.
- Když se nové slovo učím, musím se procházet, učím se v pohybu.
- Jiný způsob (popiš) _____

4. Questionnaire – secondary school; a boy

Dotazník k bakalářské práci

Milí žáci/studenti,

Vyplněním tohoto dotazníku mi velice pomůžete ke zpracování mé bakalářské práce „*Effektivní strategie osvojování slovní zásoby v anglickém jazyce*“, která by měla přispět i ke zlepšení výuky AJ. Čeka Vás 9 otázek týkajících se tohoto tématu. Prosim, zodpovězte všechny otázky.

Děkuji za ochotu,
Lucie Pekárková

vek: 19 Třída: 4.A ZŠSS (zakroužkuj) Muž/žena (zakroužkuj)

1. Jak často se průměrně učím cizí slovíčka? (zakroužkuj)

- a. každý den
- b. obden
- c. dvakrát do týdne
- ☒ d. jednou týdně
- e. méně než jednou týdně

2. Když už se začnu učit slovíčka, kolik času v minutách tomu ten den zhruba věnuji?
10 min.

3. Jakým stylem se nejlépe naučím slovní zásobu. (zakroužkuj jednu nebo více možností)

- ☒ a. Slovo musím vidět napsané.
- b. Slovo musím slyšet, slovo si musím říci nahlas.
- c. Když se nové slovo učím, musím se procházet, učím se v pohybu.
- d. Jiný způsob (popiš) _____

4. Jakým způsobem si nejlépe zapamatuješ slovíčka (zakroužkuj jeden způsob, který je pro Tebe nejlepší). Nejlépe si slovíčka zapamatuji, když

- a. si slovíčka čtu pořádku pro sebe
- b. opakuji si je nahlas
- ☒ c. slovíčka si píšu (tak si je lépe pamatuji)
- d. poutím si je ze zvukového záznamu
- e. Jiný způsob (popiš) _____

5. Jaké „figle“ používáš na slovíčka, která si je nemůžeš zapamatovat.

Používám sdělovací slovy v EV.

6. Vedeš si slovníček na slovíčka? (zakroužkuj)

- a. ano
- ☒ b. ne

7. Posloucháš hudbu při učení slovíček, nebo máš raději ticho? (zakroužkuj)

- ☒ a. hudba
- b. ticho

8. Když se učím slovíčka (zakroužkuj)

- a. začínám českým slovíčkem a to si překládám do angličtiny
- ☒ b. začínám anglickým slovíčkem a to si překládám do češtiny
- c. učím se je kombinovaně- z angličtiny do češtiny a z češtiny do angličtiny

9. Učíš se slovíčka sám? (zakroužkuj)

- ☒ a. sám
- b. s kamarádem, s rodiči, se sourozencem, apod.
- c. někdy sám a někdy s někým známým

5. Questionnaire – secondary school; a girl

Dotazník k bakalářské práci

Milí žáci/studenti,

Vyplněním tohoto dotazníku mi velice pomůžete ke zpracování mé bakalářské práce „*Efektivní strategie osvojování slovní zásoby v anglickém jazyce*“, která by měla přispět i ke zlepšení výuky AJ. Čeká Vás 9 otázek týkajících se tohoto tématu. Prosím, zodpovězte všechny otázky.

Děkuji za ochotu,
Lucie Pekářová

Věk: 19 Třída: 4. A ZŠ/ŠS (zakroužkuj) Muž/žena (zakroužkuj)

1. Jak často se přiměně učím cizí slovíčka? (zakroužkuj)

- a. každý den
- b. obden
- c. dvakrát do týdne
- ☒ d. jednou týdně
- e. méně než jednou týdně

2. Když už se začnu učit slovíčka, kolik času v minutách tomu ten den zhruba věnuji?
15 min.

3. Jakým stylem se nejlépe naučím slovní zásobu. (zakroužkuj jednu nebo více možností)

- ☒ a. Slovo musím vidět napsané.
- b. Slovo musím slyšet, slovo si musím říct nahlas.
- c. Když se nové slovo učím, musím se procházet, učím se v pohybu.
- d. Jiný způsob (popiš) _____

4. Jakým způsobem si nejlépe zapamatuješ slovíčka (zakroužkuj jeden způsob, který je pro Tebe nejlepší). Nejlépe si slovíčka zapamatuji, když

- a. si slovíčka čtu pořadu pro sebe
- b. opakuji si je nahlas
- ☒ c. slovíčka si píšu (tak si je lépe pamatuji)
- d. pouštím si je ze zvukového záznamu
- e. Jiný způsob (popiš) _____

5. Jaké „figle“ používáš na slovíčka, která si je nemůžeš zapamatovat.

Vyníždám si podobná slova na ČJ, abych se dávalo zamyšl u pomohlo do k napsání si tohoto slova.

6. Vedeš si slovíček na slovíčka? (zakroužkuj)

- a. ano
- ☒ b. ne

7. Posloucháš hudbu při učení slovíček, nebo máš raději ticho? (zakroužkuj)

- a. hudba
- ☒ b. ticho

8. Když se učím slovíčka (zakroužkuj)

- ☒ a. začínám českým slovíčkem a to si překládám do angličtiny
- b. začínám anglickým slovíčkem a to si překládám do češtiny
- c. učím se je kombinovaně- z angličtiny do češtiny a z češtiny do angličtiny

9. Učíš se slovíčka sám? (zakroužkuj)

- a. sám
- b. s kamarádem, s rodiči, se sourozencem, apod.
- ☒ c. někdy sám a někdy s někým známým